

**IHE Master's Performance Report
Greensboro College
2008 - 2009**

Overview of Master's Program

Greensboro College began offering courses toward the Master of Education degree in Elementary Education and Special Education in summer of 2003. Both masters degrees lead to advanced licensure, with two licensure tracts in the special education program - learning disabilities and behavioral and emotional disorders. Two new full-time faculty members were hired in the summer of 2003. A third full-time faculty member was hired for special education in fall semester, 2006, a fourth elementary education faculty member in fall semester, 2007. The fifth class of M.Ed. candidates graduated in May, 2009. The M.Ed. in Elementary Education consists of 18 hours of professional studies and 18 hours of specialty studies; the M.Ed. in both Learning Disabilities and Behavioral and Emotional Disabilities also requires 18 hours in professional studies and 18 hours in the specialty area. Coursework is designed to be completed in 18-24 months. Exit criteria include a product of learning – either a portfolio or a thesis. A variation of the graduate programs (known as Licensure Plus) is available to candidates with a bachelor's degree but no initial licensure. These programs lead to SP1 licensure. After completion of the initial license, candidates may enter the M.Ed advanced licensure program. The courses in the graduate programs in education are based on North Carolina advanced licensure standards. The courses also carry forward the major themes of our conceptual framework: meeting the needs of a culturally diverse population, using best practices, reflective practice, and lifelong learning.

Special Features of Master's Program

Two variations of the graduate programs (known as Licensure Plus) are available to candidates with a bachelor's degree but no initial licensure. These programs lead to initial licensure and are available to lateral-entry teachers. Licensure Plus candidates who are NOT teaching are required to take an additional clinical internship which is the equivalent of student teaching. After completion of the initial license, candidates may acquire the M.Ed. with the completion of 18-21 additional graduate hours in either elementary or special education.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	2	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	32
	Other	0	Other	0
	Total	4	Total	48
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.86
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	829
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

C. Program Completers (reported by IHE).

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten (B-K)	0	0	0	0	0	0
Elementary (K-6)	0	0	0	14	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	2	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0
Total	0	0	0	16	0	0
Comment or Explanation						

D. Scores of student teachers on professional and content area examinations.

	2007 - 2008 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

E. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	6	1	1	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.